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| **L3 1**  | **Identify and apply personal strengths and values to a people-led activity** |

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| **Kaupae |** Level | 3 |
| **Whiwhinga |** Credit | 10  |
| **Whāinga |** Purpose | This skill standard is intended for aspiring or new leaders. This skill standard will provide learners with the knowledge and skills to determine, apply and reflect on personal strengths and values in the context of a people-led activity, and plan and set goals to enhance activity. This skill standard can be used in a range of qualifications and micro-credentials where there is a requirement of identifying and applying personal strengths to a people-led activity.  |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes  | **Paearu aromatawai |** Assessment criteria |
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| 1. Identify and apply personal strengths and values to a people-led activity
 | 1. Determine personal strengths and values in relation to a people-led activity.
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| 1. Determine known organisational values.
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| 1. Apply personal strengths and values to a people-led activity.
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| 1. Reflect on own personal strengths and values as applied to a people-led activity within an organisational context.
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| 1. Plan and set goals to enhance personal strengths and values to a people-led activity.
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**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Activity must relate to leadership, and may be a short term or long term, or repeated activity. It could be leading an individual or group, community, or project, and may include thought-leadership, leading an idea or kaupapa.

Evidence of assessment must reflect where applicable, any workplace policies and procedures such as standard operating procedures, safety procedures, equipment operating procedures, codes of practice, quality management practices and standards, procedures to comply with legislative and local body requirements.

This skill standard may be assessed in a role where leadership is demonstrated, when appropriate situations arise, or in a training environment if simulated conditions are able to be provided that reflect the standards of a workplace and/or leadership context.

Assessment materials should allow for learner, regional, cultural, or community contexts.
For example, a learner may wish to be assessed in a context that includes te ao Māori perspectives such as mātauranga, and tikanga specific to them.

The task or activity may relate to Te Tiriti o Waitangi. For guidance on Te Tiriti o Waitangi, please see [programme guidance documents](https://ringahora.nz/qualifications-and-assurance/programme-endorsement/programme-guidance-documents-for-providers-developing-programmes/).

*Definitions*

*Assessment materials* refer to the assessment activities, judgement statements, learner evidence, model answers, and any other material that supports assessment to this standard.

*Known values* refer to a set of core beliefs which belong to an individual, group, culture, or organisation.

*People-led activity* refers to activities such as leading an element of, or key aspects of meetings (toolbox, health and safety), events, project participation and activities, community activities.

*Strengths* may refer to skills, attributes, personality traits that enhance people-led activities.

*Values* may refer to ways of being, behaviours, principles.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Determine personal strengths

* attributes, skills, knowledge
* self-reflection techniques to inform and enhance personal strengths
* gathering of feedback and data
* tracking tasks
* goal-setting
* “Personal energy audit”
* frameworks
* strengths assessment.

Known values and behaviours

* tikanga
* Disability, Equity, Inclusion, and Belonging
* cultural values
* manaakitanga
* whanaungatanga
* kaitiakitanga
* tika
* tauhi vā
* organisational values within a business or entity that are a set of core beliefs held by an organisation
* sustainability (human, economic, environmental, social).

Reflection

* reflection questions
* reflection journals.

Plan and set goals

* vision boards
* facilitated conversations
* personal development meetings.

**Rauemi |** Resources

* Groundwork.org.nz - [Te Tiriti articles in practice](https://groundwork.org.nz/resources/te-tiriti-articles-in-practice/)
* Te Ara – [Principles of The Treaty of Waitangi](https://teara.govt.nz/en/principles-of-the-treaty-of-waitangi-nga-matapono-o-te-tiriti-o-waitangi/page-1)
* Core values exercises such as TapRoot’s core value identification activity.

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | Ringa Hora Services Workforce Development Council  |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Business > Business Operations and Development > People Development and Coordination |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0112 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration  | 1 | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information | N/A |
| **Rā arotake |** Planned review date | 2030  |

Please contact Ringa Hora Services Workforce Development Council at qualificaitons@ringahora.nz to suggest changes to the content of this skill standard.